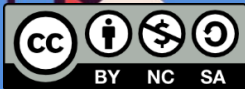
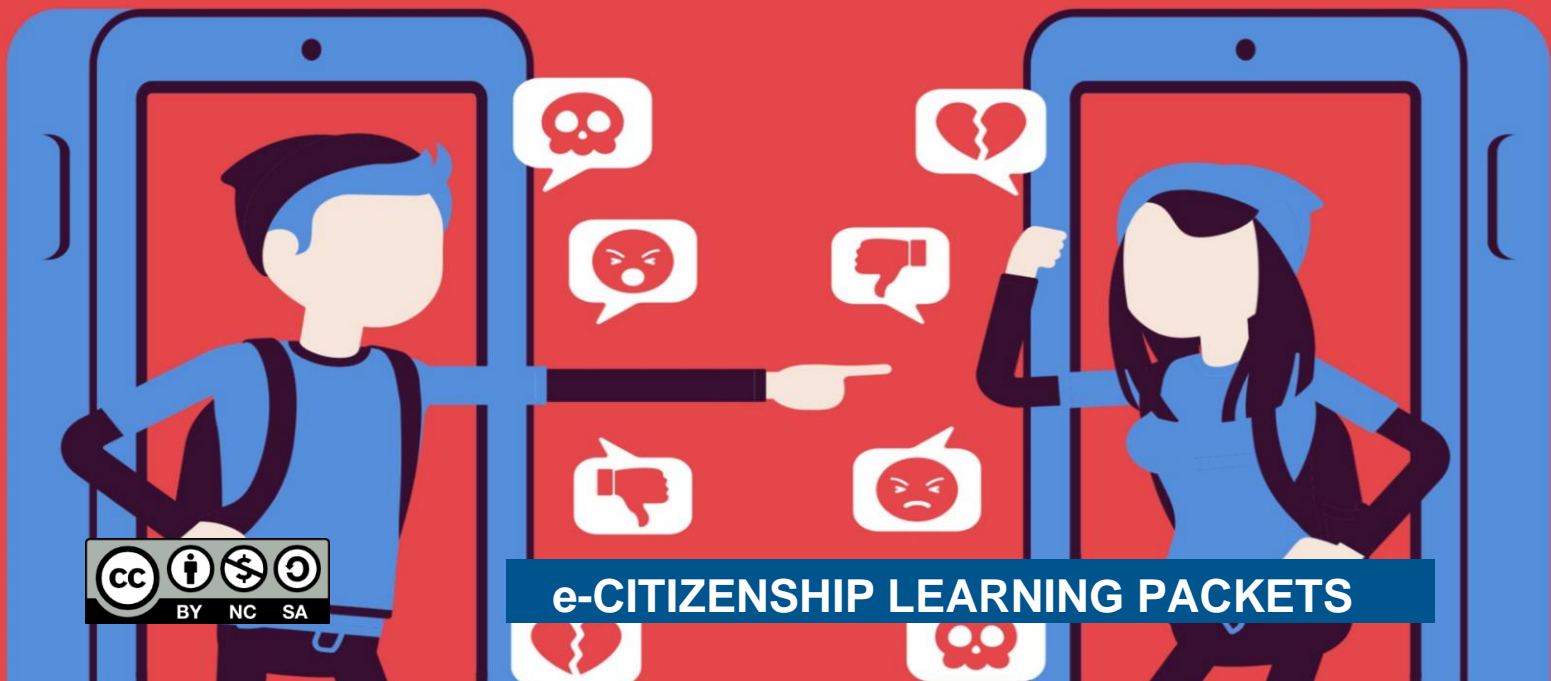




Teacher's Guide

Trolling

Adapted for the DepEd Alternative Learning System




e-CITIZENSHIP LEARNING PACKETS

**This e-Citizenship Learning Packet covers the following learning competencies
of the DepEd ALS K to 12 Basic Education Curriculum**

Code	Learning Competency
LS6DC-DE-PSE-AE/JHS-3	Practice respectful conduct when using the Internet <ul style="list-style-type: none">• Internet etiquette while chatting, emailing, blogging, and using social media• Protecting personal information
LS6DC-DE-PSF-JHS-8	Digital rights – understand, protect, and respect personal and legal rights, such as the right to privacy, intellectual property rights, freedom of speech and protection from hate speech; this includes handling personal information online with discretion and protecting privacy for oneself and one’s contacts.
LS6DL-DE-PSE-JHS-10	Digital communication – communicate with others with humility and respect, and in a constructive manner.
LS6DL-DE-PSF-JHS-12	Digital safety – Discuss ways on how to detect risks online (e.g., trolling, cyberbullying, grooming, radicalization) and know how to avoid and limit these risks.



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<i>Topic</i> Trolling	<i>Designed for developmental stage(s):</i> Middle/late childhood to adolescence
<i>Activity names</i> Catch and Avoid Trolls	<i>Recommended for ages:</i> 10 to 18 years old

Rationale

In every corner of the Internet, you can easily find offensive, insulting, and hateful messages with just a few clicks and scrolls. Oftentimes, they can be found right where discussions you are involved in happen. Being the subject of antagonistic or offensive comments can be a distressful situation and can even provoke one into responding in a similarly aggressive manner. Fighting fire with fire, however, is definitely no way to deal with such situations.

People who post agitating or offensive comments or messages in discussion boards online to elicit an angry or annoyed response from internet users or disrupt the conversation are known as *trolls*, and what trolls do is called *trolling*. Trolls devote much time scouring the Internet for victims and creating hurtful videos, blogs, social media comments, forum replies, and emails (Moreau, 2018). Trolling is essentially a form of cyberbullying.

Young people who spend a considerable amount of time online risk having to deal with trolls when they interact with other internet users and when they make aspects of their lives publicly available in the digital world. It is important that you, as a teacher, initiate discussions on what students do when they come across offensive or hateful messages and, more importantly, when they themselves are put at the receiving end of such negative messages. Providing guidance to young people who may lack maturity in dealing with difficult situations online will help ensure that we are raising critical thinkers and responsible digital citizens.

Prerequisite Knowledge and Skills

- ✓ Advanced knowledge of internet browsing, social media, and instant messaging applications
- ✓ Familiarity with online technical jargon such as social media, chat or instant messaging, apps, and websites

Lesson Overview

This lesson uses sample trolling posts to give students an idea of what trolls do. It will help hone their critical thinking skills to identify trolls and equip them with knowledge and skills needed to avoid trolls. The lesson will also teach students to practice their observation and analytical skills when interacting with other people online.

The activity *Catch and Avoid Trolls* serves as a springboard for the lesson. Relate the activity to a classroom discussion about how to identify trolling posts and avoid trolls who may prey on unsuspecting, school-aged children online.

Learning Outcomes

At the end of the lesson, students should be able to:

- ✓ define “internet troll” and “trolling,”
- ✓ identify trolling posts,
- ✓ know how to deal with online trolls, and
- ✓ rid their online contact lists of trolls.

Integration Points

This lesson can be integrated into any of the following subjects:

- ✓ **Information and communication technology (ICT):** responsible online behavior and e-citizenship
- ✓ **Values education:** good manners and right conduct
- ✓ **Civics and society:** human rights

Resources Needed

You will need the following materials for this lesson:

- ✓ presentation slides
- ✓ computer
- ✓ projector and projector screen
- ✓ activity sheets (see Annex A)
- ✓ grading rubric for poster (see Annex B)
- ✓ plain, white bond papers
- ✓ marker pens and coloring materials

Summary Matrix

[The highlighted keywords give an overview of the learning packet's main themes and intended age group.]

Orientation of Lesson	Risk	Opportunity										
Development Stage	Early childhood	Middle/late childhood	Adolescence									
Theme of Cyber Wellness (Singapore)	Cyber use	Cyber relationship	Cyber citizenship	Cyber identity								
Pillar of Digital Citizenship (iKeepSafe)	Balance	Relationships	Ethics	Reputation	Online security	Privacy						
Component of Value-Based Digital Intelligence (Park)	Screen time management	Digital empathy	Critical thinking	Digital citizen identity	Cyber-security management	Privacy management	Digital footprints	Cyberbullying management				
Behaviour of Digital Citizenship (Ribble)	Etiquette	Communication	Responsibility	Rights	Security	Safety	Education	Access	Commerce			
Digital Kids Asia Pacific Framework	Digital Literacy	Digital Safety and Resilience	Digital Participation and Agency	Digital Emotional Intelligence	Digital Creativity and Innovation							
Recommended for Ages	5	6	7	8	9	10	11	12	13	14	15	16+

Download SEAMEO INNOTECH's e-Citizenship e-book for related information and activities at this site:

www.seameo-innotech.org/mt4t

Background Information

What is trolling and who are trolls?

The definition of “trolling” offered by Merriam Webster (2018) says that it is “...[antagonizing] (others) online by deliberately posting inflammatory, irrelevant, or offensive comments or other disruptive content.” Trolling is not an uncommon online phenomenon today. Comments sections in online fora, social media sites, and blogs are filled with insults, annoying remarks, and/or threats. A troll, therefore, is a person who engages in trolling. A troll takes pleasure at your expense. Most trolls pretend to be someone they are not, they create fictitious but believable personas to make it easy for them to be mean to others.

A recent study examines personality traits that trolls exhibit which make them so good at upsetting other people online. These traits include psychopathy, sadism, and cognitive empathy (Sest and March, 2017). What’s most interesting is the third one. While most would think that being empathetic is always a good thing, it turns out that the kind of empathy at which trolls are very much adept actually enables them to

know instinctively what to do or say that would cause the highest emotional distress to their victims.

Some trolls argue that they are just being funny or mischievous, or practicing their freedom of speech. For many though, the intensity and personal nature of abuse can be considered cyberbullying (de Castella and Brown, 2011). In fact, some trolling victims in various parts of the world have been driven to depression or even suicide (Williams, 2012).

The damage seen has even led several countries, including Australia (Hunt, 2016), the U.K. (The Lawyer Portal, 2018), and Italy (24.com, 2017) to uphold and implement laws that prohibit the act.

How can you avoid trolls or being trolled?

How do you know if you are being trolled? Be on the lookout for internet users who “(1) use foul or derogatory language and launch mudslinging attacks; (2) don’t listen to reason; (3) lack personal pictures on their profile; and (4) quickly post or reply to messages, indicating lots of free time and having nothing better to do than start fights online” (Bourque, 2017).

Always keep in mind that you can't win an argument with a troll. Instead, don't become a victim. Look at the attack for what it is. It is not personal if you refuse to take it personally. Document the attack so you can report the abuse, then delete and forget the nasty comment or message. Ignore the troll but address the problem with the "audience" in a matter-of-fact way. Understand that where there's one troll, there may be many more waiting to pounce on you. This just means you may have to ignore more than one troll. Remember to alert the website moderator if there is one and to file a bullying report to the authorities.

Making use of technology itself can prove to be very helpful in keeping away from internet trolls. On social media, there are features that let you mute, block, or report other users to the website administrator. Doing any of these simple tricks can help you avoid trolls. Muting an account on social media allows you to keep that account from appearing on your timeline/newsfeed without blocking or unfriending. Blocking does more by banning a user from seeing and contacting you on social media. Reporting a user can be done alongside muting or blocking an account. Reporting an account alerts social media content moderators about potential violations of community rules and standards. This will enable them to take corrective measures like deleting posts or suspending an account. You should not feel apprehensive about muting, blocking, or reporting someone on social media when you sense any kind of abuse directed at you or other people; most social media sites let you mute, block, or report someone on the Internet anonymously.

Learning Plan

Pre-Activities

- ✓ Prepare the necessary materials listed below for the activity *Catch and Avoid Trolls*. Make sure to prepare enough materials for the entire class.
 - presentation slides
 - computer
 - projector
 - projector screen
 - activity sheets (see Annex A)
 - grading rubric for poster (see Annex B)
- plain, white bond papers (1 sheet per student)
- marker pens and coloring materials

- ✓ Learn to identify trolling posts as best as you can, so you can effectively guide the students throughout the activity.
- ✓ Study the mechanics of the activity prior to the class session. Refer to the presentation slides to go over the flow of the activity.

Activity: Catch and Avoid Trolls

This activity is designed to help students identify and avoid trolls. By doing a survey of online posts and identifying characteristics typical of trolling posts, students will be familiar with what to look out for when browsing web content to avoid becoming a victim of trolling.

The activity makes use of a sample topic thread online (See Annex A). A boy named Cham posted a message on social media, and got different replies to it. Some replies were friendly, while others were mean. Students will be asked to go through the replies that Cham received, and react by shading an emotion icon or *emoticon* below each reply. After which, group the class into four to share personal experiences similar to the character in the previous activity.

Follow the guide below for the activity:

1. Use the PowerPoint presentation to help you execute the activity in class.
2. Distribute to students the copies of the activity sheet containing a sample topic thread online (see Annex A). In case copies cannot be made available, you may choose to just project the posts in the sample topic thread, and work on the activity as a class.
3. Introduce the character, Cham, to signal the start of the activity. You may say:

"Cham is a teenager who loves music. While his taste in music covers a wide range of genre, he considers himself the biggest fan of Korean pop music."
4. Discuss the scenario by saying:

"In one occasion, Cham posted a message about one of his favorite boy bands, EXO, on his social media account. Cham got a lot of comments on his

social media post. Some replies were nice, while others were mean.”

5. Present each post using the PowerPoint slides while students review each post in their activity sheets, if copies are available.
6. Ask students to analyze each post and to give a reaction by shading one emoticon or raising their hands to answer. Call on select students to share the reasons for the reactions they gave.

Analysis

Ask students the following questions after the activity.

1. What was *Catch and Avoid Trolls* about?
2. What was Cham's post about? How did people react to his post?
3. How did Cham respond to the messages he received?
4. How would you describe the language used by the people who replied to Cham's post?
5. What do you think was the intent of the people who made offensive comments on Cham's online post?
6. If you were Cham, how would you feel about receiving unpleasant messages from people online?
7. In your opinion, how should have Cham responded to the social media users who were sending him offensive messages?

For the following questions, group students into four, and ask them to share with each other their answers to the questions. Remind students not to share the details of their classmates' stories with others outside of their group. The idea is to create a more inviting and conducive environment for exchanging stories and ideas. Assign one student in every group to document the highlights of their discussion and, later, to report to the class the key insights from their group sharing. The succeeding questions deal with relatively more sensitive topics and relate directly with personal experiences of students. Note that there is a possibility that emotional memories may be elicited, which may be upsetting to some students. Be prepared to respond to and positively manage any distressed students by providing emotional support and to seek guidance from the school counselor if necessary.

Ask students to answer the following questions in their group discussion:

1. Have you had a similar experience? How did you feel? How did you respond to the offensive messages you received?
2. Do you think you were able to successfully manage the situation? Why/why not?
3. What should you do when you get into a similar situation in the future?
4. How can you avoid becoming the subject of offensive messages online?
5. Is deliberately sending other people offensive messages online a crime? Should anyone do it?
6. How would you describe people online who would deliberately make mean and inflammatory remarks to others? Do you know what these people are called? (*Note: lead them to internet jargons troll and trolling.*)

After all group representatives are done with the presentation of the discussion highlights, provide feedback on their answers and debrief them about what transpired. Emphasize that receiving offensive messages online from other people can be a personally upsetting situation. Thus, it is important that students be sensitive to the feelings of their classmates and refrain from sharing with other people the details of their classmates' stories. Stress that social awareness and empathy are important socio-emotional skills of responsible digital citizens.

Abstraction

Provide a short lecture on the subject of trolls using the PowerPoint slides as visual aid (slides 52-71). Relate your discussion to the insights drawn from the group sharing and the *Catch and Avoid Trolls* activity to further illustrate or clarify ideas being talked about. To wrap up the discussion, you may emphasize and elaborate on the following key learning points:

- Trolls are internet users who take pleasure from provoking other people online into anger by making controversial comments, usually illogical ones. Most trolls pretend to be someone they are not; they create fictitious but believable personas to make it easy for them to be mean to others. Some trolls are being paid to spread propaganda and/or slander the reputation of their target victims.

- Trolling is an irresponsible behavior that undermines the sense of safety and security in online communities. Furthermore, trolling can disrupt and derail important conversations. Those who engage in trolling pay no attention to the real-world consequences of their words. While there are people driven to depression and even suicide because of abusive messages, trolls continue to seek out victims online without fear of punishment.
- Dealing with trolls involves two things. First, learn to resist the urge to engage a troll in a discussion. Don't become a victim by willingly engaging in an argument with a troll. Conversations with trolls very rarely lead to any positive resolution. Bear in mind that the goal of trolls is to provoke anger. In short: don't feed the trolls. Second, make use of available features on networking websites that allow you to mute, block, and report abusive internet users.

Application

Now that students are equipped with knowledge about trolls, they are ready to take on the task of sharing this awareness with other people. For the application part of the lesson, students will be making campaign posters against trolls and trolling. The posters will be displayed in the school with students as the target audience. The posters should include a campaign slogan and illustrate the harmful effects of trolling on other people. More specifically, students should be able to highlight the following in their posters:

- definition of troll and characteristics of trolling posts;
- ways through which trolls victimize others; and
- skills and strategies that can help students avoid trolls.

Bring out the following materials so that students can start working on their posters.

- ✓ plain, white bond papers (1 sheet per student)
- ✓ marker pens
- ✓ coloring materials

Be sure to give students enough time to work on the activity. Once they are done, collect the posters and post them on a wall or bulletin board inside the school. You may use the sample grading rubric (see Annex B) to grade the quality of posters created by students (either individually or by group) or to judge the best

poster in class. Peer assessment can also be done using the rubric.

As an assignment for students, each would ask their parents or guardians to take the internet safety quiz by TREND MICRO at <https://www.trendmicro.com/vinfo/ph/security/news/internet-of-things/iot-buyers-quiz-for-smart-parents>. The role of adults at home, especially parents, in ensuring that students practice safe internet habits is very important. Discuss the quiz results in class with your students.

Assessment

To cap the lesson, ask students to pair up for a "Reflect and Review" (R&R) session. Ask them to talk about the following with their partners.

- ✓ Three things they learned from the lesson (give them one minute)
- ✓ Two questions still left hanging in their minds (give them one minute)
- ✓ One personal commitment to promote responsible online behavior (give them one minute)

Ask some pairs to share their answers. Encourage them to answer the questions raised by their classmates during the R&R session to clarify each other's thinking. Motivate them to make personal commitments that are doable and relevant to their individual contexts.

Adapting to Other Learners

Students learn in different ways. Some absorb more information when it is read while others respond better to audiovisual presentations. As such, a variety of teaching material formats were used in the lesson.

Some students may not be as well-versed in using English as others, too. You may opt to use your mother tongue for the activity and even the discussions so no one will feel left out.

Because the activity is nonphysical in nature, even a person with a physical disability can easily participate.

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Annex A

Activity Sheet

Social Media Topic Thread



Cham
@ChamP

Electric Kiss is definitely the song of the year! I wish I could go to their concert in Singapore. Huhu! So much love for #EXO ❤️
#EXOL #weareoneEXO 🙌



Master of None @insanelyinsane
Replying to @ChamP

this is so disgusting & pathetic. your a grown man!!! You make me cringe so bad!!! 🤢🤢🤢



Cham @ChamP
Replying to @insanelyinsane

People can like whatever they want. I do me, and you do you.






Erika Mae @eckymee

Replying to @ChamP

They're gonna be in SG?!?! How did I not know about this?!

buys ticket right away 



Cham @ChamP

Replying to @eckymee

#EXOFTW 



Kymie 100 @kympossible


Replying to @ChamP

Kpop is nonsense garbage tho LOL



Cham @ChamP

Replying to @kympossible

And yet you needed to reply. So much for nonsense. 



Kymie 100 @kymposibble
Replying to @ChamP
Was trying to talk some sense into you 😞 😞

Cham @ChamP
Replying to @kympossible
😞 !!

Erika Mae @eckymee
Replying to @ChamP
Don't let the trolls get to you! ❤️ ❤️ ❤️

Cham @ChamP
Replying to @eckymee
I know!!! Gotta be better than them!!! 👍 😞



DoggoLover 🐶 @woofwoof

Replying to @ChamP

shut up i'm right you're wrong – kpop is trash and the fans are trashy *vomits* *vomits some more* 🤢 get your brain checked if you disagree



Cham @ChamP

Replying to @woofwoof

I don't remember asking your opinion, yet here we are.



DoggoLover 🐶 @woofwoof

Replying to @ChamP

And nobody in the world wanted KPOP, yet here we are. 🤢



Mochi @PotatoBoy

Replying to @WoofWoof

Haters gonna hate. Right, @ChamP?





Annex B

Grading Rubric for Poster

Topic: Trolling Name of Student: _____

Direction: Using whole numbers, score the poster on a scale provided for each category.

CATEGORY	5	4	3	2	1	RATING
Content Poster contains appropriate items and information (information is appropriate to assigned topic).	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is incomplete, inaccurate, or not presented in a logical order, making it difficult to follow.	
Presentation Poster is clean, neat, and creative. The information is well organized, interesting, accurate, and reflects an understanding of the topic.	Presentation is neat, clean, well-organized and presented in a creative way. Presentation is colorful and creative. Information is interesting and accurate.	Presentation is mostly neat and clean. Information is organized in a logical manner and shows some degree of creativity. The overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified	Presentation has no flow. Insufficient information and lacking some of the member's information.	
Pictures, Clip Art and Artwork Images, pictures, clip art and drawn artwork are colorful and appropriate to the assigned topic. The layout flows well and shows creativity. The overall result is pleasing to the eye.	Images, pictures, clip art and drawn artwork are colorful, and appropriate to the topic. Layout flows well, shows creativity, and is pleasing to the eye. All borrowed graphics have a source citation.	Images, pictures, and clip art and drawn artwork are mostly colorful and appropriate. Layout may show some degree of creativity but is not organized logically and/or is cluttered. All borrowed graphics have a source citation.	Most images and/or artworks are colorful and appropriate. The layout shows little creativity and/or is not organized logically or cluttered. Most borrowed graphics have a source citation.	Images are inappropriate and artwork shows little, if any, creativity. The layout is messy, disorganized, or cluttered. Borrowed graphics do not have a source citation.	No images or artwork included.	
Mechanics Spelling, grammar, and punctuation in any text on the poster is accurate.	No spelling, grammar, or punctuation errors in the text. Text is in the student's own words.	A few (2-3) errors in spelling, grammar or punctuation. Most text is in student's own words.	No more than 5 spelling, grammar or punctuation errors. Several instances where the text is not in student's own words.	No more than 7 spelling, grammar or punctuation errors. Most of text is not in authors' own words and/or no text included.	More than 7 spelling, grammar or punctuation errors. Text is copied or not included.	
TOTAL						_____/20

Comments: _____

Adapted from Cinco de Mayo Poster Project Grading Rubric by Georgia School for Innovation and the Classics